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ABSTRACT

Hazard Community College (HCC), located deep within the Appalachian mountains in southeastern Kentucky, created the Venture Program (VP) to acclimate a large influx of new faculty to the college and to Appalachian culture. The following four components were integral to the VP's holistic approach to faculty orientation: (1) a system that relied heavily on mentoring from faculty partners, meeting formally once each month; (2) a program designed to increase the self-awareness of new faculty members; (3) a process that would lead to a smoother transition to the collegiate atmosphere and to HCC's procedures and expectations; and (4) a procedure that promoted more extensive knowledge and a growing appreciation of the Appalachian culture. At a mentors' workshop, veteran faculty participants and the program coordinator discussed the VP in depth, constructing a list of questions upon which to base the formal monthly sessions with new faculty. A workshop for mentors and new faculty paired similar personality types using the Myers-Briggs Inventory, and served as the first opportunity for faculty partners to get acquainted. A key component of the VP provided access to cultural programs, to the folk culture of the area, and to the natural beauty of the mountains. As a way of assessing the program, both the mentor and new faculty member provided the program coordinator with written comments after each formal mentoring session. At a meeting to plan the second semester's VP, participants decided to add an informal mentoring meeting every other month, enabling the partners to explore new ground on their own, and to hold informal "coffees," promoting faculty interaction. A calendar of program activities, and pre- and post-VP comments by faculty on Appalachia are attached. (JMC)

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The Venture Program
A Faculty Mentoring Project

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BACKGROUND

Hazard Community College, one of fourteen colleges in the University of Kentucky Community College System, is situated in the southeastern corner of the state, only fifty miles from the Virginia border and about one hundred and ten miles from the Tennessee state line. This rural setting, deep in the Appalachian Mountains, has evidenced much growth in the College in terms of student and faculty population that, to a great extent, came about because of the wide range of programs the College offers. As well, as the mountain citizenry felt the impact of the unpredictability of mining, each student began re-evaluating college and began the completion of his or her education goals.

The College's growth in recent years has mirrored that of many community colleges, tremendous growth in student population augmented to some extent by a similar growth in the faculty ranks. In 1986 approximately six hundred students attended Hazard Community College. In the fall of 1992, the College expects over eighteen hundred students to enroll. This three hundred percent increase, combined with the financing acumen of the state legislature, allowed the College to add twenty-six new faculty in the last two years.

The College's philosophy in hiring new faculty is to advertise nationally so that the best and brightest instructors may be interviewed. Many of these new faculty are unfamiliar with Hazard, the mountains, and the Appalachian culture.

INTRODUCTION

The administration and faculty of Hazard Community College felt the need to provide a program, a process, that would ease a new faculty member's transition into the demanding field of being a community college instructor, with all the requirements of community service, continuing education, professional development, institutional service, and advising in an isolated rural area. The Venture Program at Hazard Community College emerged from a need to inculcate new faculty into the College and to acclimate them to college demands and the Appalachian culture. The Venture Program would be the College's method of orienting new faculty into the community college atmosphere.

I felt that integral to the orientation process would be an emphasis upon four areas: 1) a system that relied heavily on mentoring from faculty partners; 2) a program that increased self-awareness on the part of the new faculty members; 3) a process that would lead to a smoother transition both in the collegiate atmosphere and for procedures at Hazard Community College; and 4) a procedure that promoted more extensive knowledge and a growing appreciation for the Appalachian culture. These four aims meant the program would take a broader view of the new faculty member. It would approach orientation from a more holistic view emphasizing the faculty member's "fit" into the community college.

In order to accomplish these three aims the mentoring program would need to be spaced over a year and would need the support of the administration, the faculty, and the Community College System (CCS). The CCS, through its creation of the

Leadership Academy, made the program possible. Dr. G. Edward Hughes, President of the Hazard Community College, felt the Venture Program would serve the College's and faculty's need for promoting the environment in which a new instructor would feel comfortable and creative. The veteran faculty felt that program would be worthwhile and volunteered to become mentors.

With this support in place, I began the process of putting together the Venture Program.

MISSION STATEMENT

To provide a constant sense of direction, the Program Director created a Mission Statement, which was later approved by the mentors. The Mission Statement exists as follows:

> Hazard Community College's Statement of Purpose emphasizes the College's dedication to "learning and self-development within a caring atmosphere that respects the dignity of every individual," that "values the mature development of the whole person," and that seeks to develop leadership qualities within all participants." The College also asserts in its Statement of Purpose that "open and productive communication among all people of the institution promotes the pursuit of excellence."
>
> With these bold statements the College now endeavors to assist new faculty members in becoming part of their college and community families. The purpose of the Venture Program is to assist new faculty members at HCC in becoming aware of the rich cultural history, diversity, and pride of the people of the Appalachian region, to provide new faculty with an understanding of the critical mission and history of the community college movement in this country, and to offer meaningful opportunities for instructional and personal growth by pairing new faculty with veteran faculty mentors who will assist new faculty in becoming accustomed to the students of the area and to the procedures of Hazard Community College. The Venture program will help faculty members know more about how they process information and how they tend to teach through the use of the Myers-Briggs inventory.

These goals will be achieved by a series of exciting seminars, workshops, and cultural enrichment excursions which will be provided throughout the year and will be organized in order to provide a relaxed environment conducive to sharing and growing.

MENTORING COMPONENT

The success of the Venture Program would be determined by the success of the mentor component, so a review of texts about mentoring programs became necessary. Sandra J. Odell's Mentor Teacher Programs proved to be helpful, as did a book titled One on One: A Guide for Establishing Mentor Programs and Mentoring: Developing Successful New Teachers, edited by Theresa M. Bey and C. Thomas Holmes. Of particular assistance was Laurent A. Daloz's Effective Teaching and Mentoring and Mentor Teachers: The California Method. From Educational Leadership Ken Peterson and Anthony Mitchell's "Teacher-Controlled Evaluation in a Career Ladder Program" and "Synthesis of Research on Mentoring Beginning Teachers," by William A. Gray and Marilynne M. Gray provided excellent guidance.

Several important concepts joined together. It was desired to have the mentors be aggressive in seeking out their partners; a system in which the mentor only maintained an "If-you-want-any-information-come-up-to-my-office-anytime" attitude. Such an attitude tends to enforce a power approach to the pairing. Mentors were asked to arrange a time to meet in the new faculty member's office. Such a meeting routine would tend to de-emphasize the power relationship between veteran faculty and the new faculty member. Relationships between new and veteran faculty

would need to be based on mutual trust and respect.

The second key instruction to the mentors was to promote a sense of trust in the pairing. Mutual trust and respect would create an environment in which the new faculty member would feel free to ask questions and make observations and that he or she in return would receive the most able assistance in working through problems. Engendered trust would promote growth within both members of the team as well. It was decided that to best build trust within the relationship the mentor needed to be a listener. In Mentor Teachers: The California Method, the authors suggest that a mentor listen with three ears: listening to what the new faculty member says, to what he or she does not say, and to what she or he wants to say but does not know how to say (16-17).

The next items set up were the monthly agenda concerns. When the mentors talked to their partners, they needed to have a primary focus. And here again the need to be careful in framing the mentor's approach was stressed. The spontaneity of the mentoring relationship needed to be preserved. The monthly meeting did not need to be a pre-scripted question and answer session with no room for reflection or appropriate follow-up. Guidelines were set, but they were flexible.

The primary focus approach allowed for the best of both worlds--an opportunity to focus on at least one key issue with room for a variety of responses and follow-up. This procedure promotes each mentoring partnership to take on its own life, to derive its own meaning from the interaction and personalities of both mentor and partner.

Pairing new faculty and mentors represented another challenge. However, the summer retreat of the Leadership Academy provided an answer. Two Myers-Briggs consultants demonstrated how the Myers-Briggs Inventory could be used to bring about more self-awareness of favored learning and teaching styles and to build teams based on appreciation of those differing styles. I decided to use the Myers-Briggs to pair mentor with partner.

The same consultant who had presented an excellent Leadership Academy workshop came to Hazard to work with the eighteen new faculty and eighteen mentors. At this point, before the workshop, the pairings had not been made--those would be done once I had collected the four-letter M-B codes for each participant. In essence, then, thirty-six people came into that workshop--eighteen mentoring partnerships would leave. The workshop lasted all day, and at the end each participant requested that at a later date a second workshop be scheduled. The participants enjoyed learning more about themselves, about how they learned, and about teambuilding with other faculty.

Pairings were made as close to personality type as possible, with consideration given to ensuring that mentors came from a division other than that of her or his partner, that in some cases pairing extroverts with extroverts was necessary, and that in a few cases I paired an introvert with an extrovert. Listed below are the pairings by Myers-Briggs code and division:

Mentors	Division	Faculty Partner	Division
ENFP	History	INFP	Extended Prog.
INFJ	Communications	ENFJ	Counselor
ENTJ	Philosophy	ENTJ	Radiography
ESTJ	Nursing	ISTJ	Education
INTP	English	INTP	Librarian
ESTP	Economics	ISTP	Radiography
ESFJ	Learning Ctr. Coord.	INFJ	Counselor
INTJ	Mathematics	INTJ	Tutor Coord.
ENFJ	Chemistry	ENFJ	Communication
ISTJ	Biology	ISTJ	Nursing
ISFJ	Business	ISTJ	Biology
INTJ	Theater	ENTJ	Student Affairs
ENFP	Mathematics	ENFP	English
ISFJ	Spanish	INTJ	Chemistry
ISFJ	English	INTJ	Biology
INFP	Psychology	ENFP	Grant Coord.
INFP	Mathematics	ENFP	Student Services
ESFJ	Computer Infor.	ESFJ	English

At the end of the consultant's workshop, I announced the pairings and asked the mentors to spend half an hour with their partners introducing themselves to each other. During the next eight days before the onset of the fall semester more and more informal conferencing took place in the hallways, in the bookstore, and in the library. The Myers-Briggs workshop not only had served as the basis for the pairings, it also served as a point of conversation for the relationships as well.

MENTORING WORKSHOP

The mentors' workshop, held a few days before the Myers Briggs workshop, gave the mentors and the program coordinator an opportunity to discuss the Venture Program in depth. After describing to them the program's mission, the orientation sessions that the new faculty had undergone, and components which promote capable mentoring, I asked them to construct

for each month the list of questions from which they would base their formal monthly meetings. I had given them the broad focuses: September to focus on the new faculty member and his or her family; October to focus on the new faculty member's primary responsibility (teaching, counseling, supervising, clients served); November to focus on the evaluation process used at HCC; and December to wrap up the semester. Using the primary focus as a base, the mentors constructed the following questions or areas:

September

1. Does your partner have adequate office space and supplies?
2. If your partner has moved into this area, you might ask about the following:
   a. Living space adequate
   b. Found satisfactory grocery store, laundry, etc.
   c. Gotten to know the area
   d. Met neighbors, friends
   e. Picked out a family doctor, dentist
   f. Spouse and children settled in, schools set-- do they seem satisfied with the area?
3. How are things going in your new position?
4. What adjustments to the new job did you have to make?
5. What has surprised or disappointed you so far in you new position?
6. What questions can I answer?

October

1. How are classes going? (Remember your partner may not be teaching).
2. What impresses you about the students/clients with whom you work?
3. Have you met with your division chair/boss since the August orientation sessions?
4. Have you referred students to the Learning Center or Student Support Services?
5. How has your grading load been? Understand E-I-W grades?
6. Have you felt a need to refer students to counseling or social agencies? What did you do?
7. Have you been following up on those students who have been absent?
8. Family doing well?
9. Going to our Natural Bridge picnic and to the Shakespeare play?

November

1. Do you understand the procedures of evaluation here at HCC?
2. Have you conducted the necessary evaluations in class (if teaching): Library, course, teacher?
3. Have you selected three faculty members as peer evaluators?
4. Have you received a copy of the snow schedule?
5. Would you like to visit my class, or would you like me to visit yours?

December

1. What did you learn from your first semester?
2. What might you change for second semester?
3. Do you understand the W-I-E grades?
4. How are you handling all the forms and paper work?

The workshop concluded with the passing out of the Venture calendar which had been given to the new faculty members at an earlier meeting. The mentors added a Thanksgiving pot-luck lunch they would provide for their partners and began some preliminary planning for the Natural Bridge picnic which would occur October 12. The mentors now began comprehending the scope of the program. Mentoring provided one avenue for dialogue; the social component provided another avenue, one more informal set away from the school. The social gatherings became informal retreats which allowed veteran and new faculty to become more personally acquainted.

NEW FACULTY ORIENTATION SESSIONS

The new faculty members began their orientation a full week before the rest of the faculty were to arrive. They were asked to introduce themselves, and they in turn were introduced to the Venture Program and given a survey to fill out. Questions were

derived from information the new faculty would be receiving during the orientation or during the first semester. The survey is attached at the end of this report. The surveys were collected without response. In May of 1992 the new faculty were given the same survey. Some comparisons are attached at the end of this report.

I then passed to them additional information including brochures on state parks, the Venture calendars (which are attached to the end of this report). They also received the first chapter of Harry Caudill's Night Comes to the Cumberlands and a chapter on education from John Campbell's The Southern Highlander and his Homeland. These chapters were meant to pique their interest by providing a brief insight into Appalachian society.

One week later the second Venture session for new faculty was held at the College. The new faculty were asked to write what they valued about their colleagues, the college environment, their own development, and the region. They compared those values among themselves and with the values set down in the Mission Statement.This process allowed each of the new faculty members to see precisely where each fits into the HCC system.

After a short break, the Assistant Dean for Academic Affairs lectured on planning and effectiveness. At lunch the group was taken to the Appalachian Regional Hospital at Hazard to both eat lunch (provided by the Hospital) and to hear from various staff members about the Hospital and the Rural Health Center. The

group was then broken into smaller groups and given tours of the hospital by the staff. Upon arriving back at campus, the group was provided a tour of the Learning Center and the Library.

The group was also given more information including "A Report of the Shakertown Roundtable Conference on November 8,9, 1987"; "Project 21, White Papers 1,2 and 3"; "Scorecard" (the companion piece to "Project 21"; some excerpts from "Building Communities: A Vision for a New Century"; and a booklet titled "A Summary of Selected National Data Pertaining to Community, Technical, and Junior Colleges." Later in the semester the group received geological guides to the Red River Gorge, an article by Scott Willis titled "The Complex Art of Motivating Students," a Lexington Herald Leader guide to Kentucky's fall festivals, and a faculty inventory titled "Seven Principles for Good Practice in Undergraduate Education." The readings are designed to intensify interest in professional growth and in the Appalachian area in general.

CULTURAL ENRICHMENT

One component of the Venture Program was aimed toward providing access both to cultural programs, to the folk culture of the area, and to the natural beauty of the mountains. Mentors and new faculty were given family memberships to the Hazard Community College Performing Arts Series. The Venture participants were encouraged to attend the various performances. Their choices included a concert by the folk group Full Moon Ensemble, the College's production of Driving Miss Daisy, the

North Carolina Shakespeare Festival's As You Like It, a recital by William Brown, a presentation by the American Dance Ensemble, a production of Alice in Wonderland by the Lexington Children's Theater, and the Hazard Civic Chorus's Spring Concert. Another added feature for each Venture participants was a free ticket to the College's Madrigal Dinner.

Two trips were also planned for the first semester. One trip took the group to Carcassonne, a mountain retreat, where the group was taught to square dance. A second trip was a daylong picnic in October at Natural Bridge, where the College reserved a sheltered pavilion next to a playground. These two events, the square dancing and the picnic, were designed as events for the families of the participants as well as the participants themselves.

During the second semester, a trip to see The King and I in Louisville came about, as well as a pot-luck dinner at the end of the year. Budget restraints caused some curtailing of other activities.

REPORTS

As a way of assessing the success of the program, Venture participants turned in written comments to the Program Coordinator at the end of each formal mentoring session. Both the mentor and the new faculty member submitted brief written summaries of the mentoring meetings. The two summaries permitted the Coordinator a reading of how each participant felt about the mentoring relationship. New faculty members assessed the effectiveness of

the orientation sessions. With this invaluable information the administration will be able to plan a more cohesively unified orientation program that delivers information on a timely basis.

SECOND SEMESTER

The events detailed throughout this report, with the exception of some of the Concert Series, occurred in the first semester. In January the Venture Program participants met to discuss how they would run the program the second semester; in essence the participants would take charge of their own program. In a three-hour workshop held the first week of January, mentors and new faculty planned the semester after first, in small groups, outlining positives and negatives of the first semester's programs. The positive comments mentioned elements like learning of the Appalachian culture, the mentoring concept, the personality matching of the Myers Briggs, the socialization facets, the helping of new faculty to adjust to a new environment, a chance to share ideas, the opportunity to see for free the concerts in the College's Performing Artists' Series, the mentors coming from outside divisions, the opportunity to make new friends quickly, the feeling that somebody cared, that there was a closeness to the faculty, the concept that "old" faculty were forced to break cliques and meet the "new" faculty, the recipocity of the learning process, the helping of faculty to feel a part of the College.

The negatives included a discussion of whether or not mentors should come from within the division; some wanted even more organized outings--some wanted fewer.

The group decided that mentors and new faculty would meet informally every other month. In that way the mentoring process would continue and could spur a free flow of information. New faculty felt that the mentoring of the first semester had been right on the mark in terms of questions and strategy. Now the groups wanted opportunities to explore new ground on their own.

The group also decided to have some informal "coffees" that would promote interaction among faculty. To that was added a lecture and tea. The lecture, given by a faculty member who had been on sabbatical concerned the European Common Market. At year's end, a carry-in lunch closed out a year of growth and progress.

CONCLUSION

The Venture Program has been designed to work in four key areas: to sponsor personal growth, to assist in the employee's "fit" into the college atmosphere, to enhance appreciation for the Appalachian area, and to work primarily through a mentoring component. The program's longevity keeps the growing process a continual one and eliminates a feeling that one has been dropped into a situation to be forgotten about until the end of the semester. It also inspires shorter, informal conferencing between mentor and partner--and it is this informal conferencing that indicates

the program has been successful.

Some year end comments: "We enjoyed our year of meetings. We enjoyed the program and feel strongly that it should continue. We plan to continue to work together and occasionally have lunch together as well next year." One faculty member wrote that his mentor "genuinely cares about my well-being here."

This Program being presented here today not as the solution to faculty fit. Rather, it represents a start toward a different type of orientation, designed to approach the faculty from various points of view. We are still re-thinking this first year and making decisions as to what changes need to be incorporated. I would hope that today the audience you provide me with insights from the programs other colleges use.

VENTURE
August 1991

Cogito Ergo Spud--I think, therefore I yam.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7 New Faculty Orientation	8 Lexington Orientation	9 Lexington Orientation	10
11	12	13 VENTURE Orientation 9-4(Lunch at ARH)	14 Welcome Back Sessions Full day	15 9-12 New Faculty 9-12 Mentors Workshop	16 HIV Session Various Mtg. 6:30 picnic Pavilion	17
18	19 9-10 Faculty Mtg. Advising Workshops Registration	20 VENTURE Myers-Briggs Workshop 9-4	21 Registration	22	23	24
25	26	27	28 Classes Start	29	30	31

July

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

VENTURE
September 1991

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Labor Day Holiday	3	4	5	6	7
8	9	10	11	12	13	14 VENTURE Square Dancing at Carcasonne
15	16 VENTURE --	17 Sometime this week meet with mentors	18	19	20	21
22	23	24	25	26 Concert: Full Moon Ensemble	27	28
29	30					

They say you can't do it, but sometimes it doesn't always work.
Casey Stengel

August

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

VENTURE
October 1991

Ninety percent of life is showing up. Woody Allen

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7 VENTURE--Meet with mentors sometime this week	8	9	10	11	12 VENTURE Picnic at Natural Bridge State Park
13	14	15	16	17 VENTURE Performance: As You Like It.	18 HCC Production	19
20	21	22	23	24	25	26
27	28	29	30	31 Halloween Masks on?		

September

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

VENTURE
November 1991

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4 VENTURE--Meeting with mentors	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26 Potluck Lunch	27	28	29 Vacation Day?	30

Suppose you were an idiot and suppose you were a member of Congress. But I repeat myself. Mark Twain

October

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

VENTURE
December 1991

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 VENTURE--Meeting with mentors	3	4	5	6	7 VENTURE Madrigal Dinner
8 VENTURE Madrigal Dinner	9	10	11	12	13	14
15	16	17	18	19	20 VENTURE Semester ending rpts. on Venture Program due from mentors and partners	21
22	23	24	25	26	27	28
29	30	31				

Analyzing humor is like dissecting a frog. Few people are interested and the frog dies of it.
E. B. White

November 1991

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

January 1992

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

HAZARD COMMUNITY COLLEGE'S
VENTURE PROGRAM
AN ORIENTATION SYSTEM FOR
NEW FACULTY

Hazard Community College's Statement of Purpose emphasizes the College's dedication to "learning and self-development within a caring atmosphere that respects the dignity of every individual," that the College "values the mature development of the whole person," that the College "seeks to develop leadership qualities within all participants" and that the College asserts that "open and productive communication among all people of the institution promotes the pursuit of excellence." With these bold statements, the College now endeavors to assist new faculty members in becoming part of their college and community families. The purpose the the Venture Program is to make new faculty aware of the cultural history of the Appalachian region, to provide faculty with a history of the community college movement, to pair faculty with faculty mentors who will assist new faculty in becoming accustomed to the students and procedures of the community college system,and to help faculty members know more about how they process information through the use of the Myers-Briggs Inventory. These goals will be achieved by a series of meetings and outings designed to familiarize new faculty with the area. Meetings will be designed to be primarily social or academic and will be held periodically throughout the year.

Survey Analysis
Pre-Venture

1. A person from the not-so-modernized industrial society who can exist in or around a large city.

   Poor, financially devastated

   Coal, unemployment

   Rich in family, culture, strong characters

   Hardwood trees, coal mines; Anglo-Saxon, Celtic people

   Home, beauty, dialect, hills, old-times, fall, hospitality

   Interesting cultural patterns, music, art and isolation

2. Basically, a non-traditional student continuing education later on in life or just beginning it beyond the traditional years.

   Searching for a beginning

   A female, age range 21-35, wanting to major in a health field

   low income, rural, country, ambition

   usually the first in family to attend college

   needs self-confidence

   thirty-five, female, 6 children, single

   more serious, more experienced in life

   person who is financially destitute, but who is willing to improve his/her life

   below average in performance

   seventeen to eighteen, high school graduate

   a student who wants to stay in the community and wants to get an education as well

   self-limiting

   hard-working, looking for justification as to why he/she should be in an "Appalachian" community college

5. 26000; 22000; 20000; 30000; 25000; 35000; 32000; 23000
   no idea,

Venture Survey
Post Venture Results

1. "Appalachian Spring" when the ancient mountains of the American southeast which run parallel ot the Atlantic coast.

   Mountainous terrain that is stark, barren coal country

   Folk ballads, fiddle music, square dancing, old time churches

   Unfortunately, the negative stereotype images are first; what I prefer to have as first thoughts are the beauty of both the geography amd people.

   When I hear this term now, I think of it more as a geographical region than I do as a stereotype of people. It seems to trigger thoughts of the Appalachian Mountains, areas of or around the sediment and rock formation that make up the mountain range.

   mountainous region, coal industry, and poverty

   isolation

2. older determined individual who is working on bettering himself or herself

   Somewhat older students with goals more clearly formed and a sense of commitment to go along with such

   Idealistic and prone to expect more than realism provides

   Older student who is highly motivated to learn and surmount poverty

   A financially deprived, highly motivated student usually working against odds of transportation, single parenting, and cultural deprivation of any age, recent high school graduate to non-traditional out of school as much as thirty years.

   One who either lacks confidence or the means to go away to school the first two years, but who aspires to make a better life for herself.

   The "typical" community college student is not really typical at all. He/she wears the clothes of a man or woman: fresh out of high school, a working person, a person trying to re-enter the workforce, a person wanting to change jobs and needs skills, a wife, husband, a teenager, a person who doesn't want to leave the area, a person with deep family roots who wants an education nearby, the boy, the girl, the single parent, the apprehensive, the social

butterfly, this person has no typical face.

The typical college student is about 25 who works at least part-time or has 1-2 children, or both.

Striving, but not quite sure of the course to follow

5. 30000; 30000; 22000;25000-30000; 27000; 21500; 22-28000